

DESIGNING LISTENING MATERIAL SAMPLES BASED ON CONTEXTUAL TEACHING AND LEARNING APPROACH

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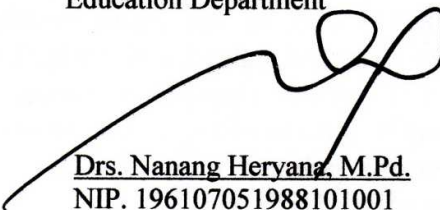

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DESIGNING LISTENING MATERIAL SAMPLES BASED ON CONTEXTUAL TEACHING AND LEARNING APPROACH

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Abstrak: Penelitian ini bertujuan untuk menjawab permasalahan tentang materi pembelajaran listening yang diperlukan oleh siswa semester genap kelas XI SMA Negeri 5 Pontianak. Penelitian ini juga bertujuan untuk mengetahui materi pembelajaran listening yang sesuai dengan pendekatan pembelajaran kontekstual. Sumber informasi dalam penelitian ini adalah guru mata pelajaran bahasa inggris SMA Negeri 5 Pontianak dan buku teks yang dipakai. hasil wawancara dan analisis buku teks diketahui bahwa materi pembelajaran listening yang digunakan di sekolah tersebut tidak memenuhi seluruh aspek CTL. Oleh karena itu peneliti mendesain materi pembelajaran listening dengan pendekatan kontekstual. Aktivitas dan kegiatan dalam desain materi tersebut di sesuaikan dengan aspek pendekatan pembelajaran kontekstual.

Kata kunci: desain materi, materi listening, pendekatan kontekstual

Abstract: This research is aimed at answering the problem about the listening materials are needed by the second semester of eleventh grader of SMA Negeri 5 Pontianak. It was also about the materials are appropriate based on Contextual Teaching and Learning Approach. An interview conducted for the teacher and textbooks analysis based on the criterion Contextual Teaching and Learning Approach. The information sources for this research are the teacher of English in SMA Negeri 5 Pontianak and the textbooks which are used by the teacher. The result of the interview and the textbook analysis indicate that listening materials that are used by the teacher and the students, do not fulfill all aspects Contextual Teaching and Learning Approach. Hence, the researcher tried to design contextual listening materials in term of the text and the activities. The activities in the listening materials are designed based on all aspects of contextual teaching and learning approach. From the checklist, we conclude that listening material samples designed fulfill the approach of Contextual Teaching and Learning.

Keyword: *material designing, listening material, CTL*

According to Brown (1980:7) “teaching is as any activity of the person to show or to help others to do something in order to know or to understand the instruction given”. In addition he said that “teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning” (Brown, 1987:8). In the process of language learning, teacher needs teaching materials that linked to the students’ topic so they can acquire the language easily.

Teaching materials have significant roles in the teaching and learning process. They can help students to understand the objectives of the teaching itself, in this case language acquisition. Evans and St Jhon (1998: 171) stated that in some situation, where English is a foreign language, material play a crucial role in exposing the learners into language. Dudley-Evans and St. John (1998:p,170) also stated “there are four significant roles of language teaching materials; as a source of language, as a learning support, for motivation and simulation and for reference”. They can also help the teacher in sharing learning objectives. The materials given to the students should be so appropriate for students that the teachers have to design the teaching materials by themselves.

As teachers, designing material is one important job. It is because teachers are the ones who understand their students well. Teachers know the students’ intake, their ability in acquiring language and many more. Since the material designed should be related to students’ context, it means the teachers are ones who deserve to design the materials for the students.

Designing material is the process of making materials for the learners. It involves development and evaluation process of the materials. This means that the designers have to design and evaluate the materials before they will be used by the learners. The materials designed should support the students’ aspect in acquiring the language itself. Therefore, it will be the teachers’ responsibility in creating them. As Masuhara & Tomlinson (2008; p.22) states that “it would be simply unrealistic to expect global materials to satisfy all the needs of the learners”. The materials from other places cannot be suited with the students from the other place, the materials must be also based upon students’ real life experiences.

Because the consideration of developing materials here is the contextual life and experiences of the students, Contextual Teaching and Learning approach is an appropriate concept in designing the materials. CTL approach is an approach that considers students’ real word experiences. It requires the contextual materials in order to make students can connect the materials with their previous knowledge.

Hornby (1987:107) stated that “listening means to pay attention to sound, to hear something with thoughtful attention to sound and give consideration. As one of four language skill, listening becomes one of important skills to be taught in English classroom. First, it is one of the communicative competences of language. By listening, we firstly can learn a language. It is important to obtain the compehensible input which is

necessary for language development. When one is speaking, another students have to be a good listener in order to be connected with the conversation. Secondly, it is also one of the skills which will be tested in national examination whether in form of monolog text or in form of conversation. Additionally, listening is enjoyable and fun if students are mastered in it. They can listen to the English news, song and film.

There are some factors which make students do not like to enjoy listening section. First, the material is not appropriate to the students because English books are published in Java. Conversely, KTSP (School Based Curriculum) requires schools to improve their syllabus or materials based on the school itself. Second, type of listening text is not appropriate to the curriculum. A study by the experts on the effects of teaching listening strategies suggests the importance of the type of listening text. Type of texts that are taught in senior high schools is different from colleges, especially in second semester of the eleventh grade of senior high school. Narratives, spoofs and hortatory exposition texts are taught in this grade. Since the materials for listening activity is not contextual for the learners, the researcher is going to apply the Contextual Teaching and Learning Approach in designing the listening materials. It is because contextual materials help students to connect the materials to their real world situations. The materials design should be related to the students' real world experiences of students, because this will help the students enjoy learning.

Based on the writer's experience in SMA Negeri 5 Pontianak especially in the eleventh grade class, listening was difficult to be acquired by students because they only listen to the teacher's voice. The listening materials were very limited. The materials in the published book are also not appropriate for students' local experience. As stated by Masuhara and Tomlinson (2008:22) "the overseas teacher and learners in our survey commented that they would like to see more topics related to their lives". For instance, one of listening materials is entitled "the Wild Swans". It is a folktale from Denmark. It is far away from students' real life. Hence, the writer here tried to develop samples of listening materials that related to students real life experience.

Designing such kinds of materials is not an easy task. It needs some considerations such as the needs of the students, the availability of the sources, the skill and the willingness to create it. However it can be something challenging for the teacher or the teacher trainees.

Therefore, the researcher tried to develop listening materials for students of SMA Negeri 5 Pontianak based on contextual approach. The researcher will apply a method which called developmental research in order to develop the listening materials. This research is conducted on the second semester of the eleventh grade students of SMA Negeri 5 Pontianak.

METHOD OF RESEARCH

The method which was used by the research to collect the data in this research is Development Study. “Developmental research is the systematic of designing, developing, and evaluating instructional programs, process and products that must be meet the criteria of internal consistency and effectiveness” (Richey and Klein,1994:127). The researcher used this method to develop the listening materials for the eleventh grade students in SMA Negeri 5 Pontianak. The materials had been designed based on the syllabus in School based Curriculum. The listening materials designed by the researcher are narratives, spoof and hortatory exposition.

From those three explanations about developmental research, the writer puts his own definition about the previously mentioned entity into, “developmental research is a study about instructional design where all the process of its developments are continuously done”

This research has three stages, they are:

1. Selecting Stage

Selecting stage is the stage where the writer chose any specific material which will be constructed into a material design. The material selection is not done arbitrarily but through a reasonable consideration. For example, the listening materials learned by the eleventh grade students of SMA Negeri 5 are not in harmony with what the School Based Curriculum want SBC recommends the schools to make the syllabus based on the characteristic and potency of the area where the schools are located, or in short we can called it local content.

Regarding to this statement, the writer then presented three items of local content which will be designed into a material. The three chosen items are local legend story, and traditional food. Local legend theme story takes “Ruai Bird Legend” for its title, takes “Why Forest Should be Preserved” and Difficult and Easy Question for the common one. Those three items represent three kinds of listening text learned by the eleventh grader students that are narrative text, hortatory exposition text and spoof text on their second semester syllabus. As it was explained in the previous chapter, the eleventh grade students learn narrative text, hortatory exposition text and spoof text. That is why in this stage, the writer chose those two local contents and then used them as listening material samples.

2. Designing Stage

Designing stage is the stage where the writer sorts the seven aspects of CTL after that elaborated them into some theoretical principles and then finally divided them into some learning tasks. Still in this stage, the learning tasks made from the seven aspects of CTL as discussed in chapter 2, will guide the teacher to decide what the students need to do in the classroom. These seven aspects can be seen in the following table.

Table 1. Designing Table

Aspects of CTL	Theoretical Principles	Learning task
Constructivism	Students construct knowledge Knowledge will be meaningful through real life experiences Knowledge is not only accepted from the teacher Brainstorming	Snapshot! Discuss about the picture! Word Power
Modeling	Visualize the ideas Experience what being learned	Listen to the script and fill in the blanks.
Questioning	Assess thinking ability	Answer the questions about the text.
Inquiry	Inquire the concept Meaningful message or main points	Read the text carefully. Find the message, main idea or the moral value of the text.
Learning community	- Share learning goals - Cooperative learning - Arrange the concept - Helping one another	Discuss and answer these questions in pairs. Write T when the statement is true and F when it is false.
Reflection	Respond occurrences and prior experiences in the past Reviewing and evaluating Critical thinking	Check the answers of students together with them
Authentic assessment	Measure all the aspect of teaching learning process and its product Emphasize on the deep knowledge and students' skill	In a group of six persons, discuss your opinion to answer this question. Then, present to other friends your discussion's results. Find a local legend story and read it carefully. Retell the story in front of your friend.

3. Analysis stage

Analysis stage is the stage where the material designed is validated by expert's criteria so it can be used by schools depends on what their local content offers. These listening materials needed to be analyzed. Here the writer analyzed the criteria of good materials of Cunningsworth to analyze the listening material designed.

RESEARCH RESULT

1. The evaluation result of the textbooks

The evaluation results of the textbooks of Look Ahead 2 could be seen in the table below:

Table 2. textbook analysis 1

Items	Unit 4		Unit 5		Unit 6	
	Yes	No	Yes	No	Yes	No
Content	1. Are the topics familiar to the learner?	✓	✓		✓	
	2. Are the texts suitable with the learner level?	✓	✓		✓	
	3. Do the activities involve students' pair or group work?	✓				✓
	4. Are the instructions clear enough for the teacher and the learners?	✓		✓	✓	
	5. Do the illustrations attract the learners' attention?		✓	✓		✓
	6. Are the design and layout of the textbook appeal the learners?		✓	✓		✓
<i>(adddapted from Tomlinson and Masuhara 2004:8)</i>						
Syllabus	1. Are the materials suitable with the syllabus?	✓	✓		✓	
	2. Do the text of materials meet the curriculum?		✓	✓	✓	
	3. Does the the text coincide with the learning objectives?	✓	✓		✓	
CTL Approach	1. Constructivism	✓	✓	✓	✓	
	2. Questioning		✓		✓	
	3. Inquiry		✓			✓
	4. Learning Community	✓		✓		✓
	5. Modeling		✓	✓		✓
	6. Reflection	✓		✓		✓
	7. Authentic Assessment		✓		✓	

From the table we can conclude that the CTL aspects are not maximally applied in the listening materials and activities.

The evaluation results of the textbooks of Buku Panduan Pendidik SMA/MA could be seen in the table below:

Table 3. textbook analysis 2

Items	Unit 4		Unit 5		Unit 6	
	Yes	No	Yes	No	Yes	No
Content	7. Are the topics familiar to the learner?	✓	✓		✓	
	8. Are the texts suitable with the learner level?	✓	✓		✓	
	9. Do the activities involve students' pair or group work?		✓		✓	
	10. Are the instructions clear enough for the teacher and the learners?	✓	✓		✓	
	11. Do the illustrations attract the learners' attention?		✓	✓		✓
	12. Are the design and layout of the textbook appeal the learners?		✓	✓		✓
<i>(addapted from Tomlinson and Masuhara 2004:8)</i>						
Syllabus	4. Are the materials suitable with the syllabus?	✓	✓		✓	
	5. Do the text of materials meet the curriculum?	✓				
	6. Does the the text coincide with the learning objectives?	✓	✓		✓	
CTL Approach	8. Constructivism		✓	✓	✓	
	9. Questioning	✓	✓			✓
	10. Inquiry		✓	✓	✓	
	11. Learning Community			✓		✓
	12. Modeling		✓	✓		✓
	13. Reflection		✓	✓		✓
	14. Authentic Assessment	✓	✓		✓	

From the table we can conclude that the CTL aspects are not maximally applied in the listening materials and activities.

2. The result of listening material samples checklists

Table 4. listening material sample analysis on CTL Aspects

No.	Components of CTL Approach	Activities	A	D
1	Constructivism Material design consists of techniques and strategies of teaching and learning that ask students to construct their own activity of thinking based on their ability, prior knowledge and learning style.	Show the pictures related to the materials and ask students to think about the pictures	✓	
2	Questioning Material design consists of techniques and strategies of teaching and learning that encourage curiosity of students, concentrate on students attention, stimulate students to respond and to refresh the students understanding about the materials.	Give the opportunity for the students to ask questions about the pictures or materials, or vice versa.	✓	
3	Inquiry Material design consists of techniques and of teaching and learning that ask students to strategies find out the answers of conclusion by themselves through observing, questioning and concluding.	Analyze statements whether they are True or False based on the text.	✓	
4	Learning community Material design consists of techniques and strategies of teaching and learning that ask students to learn together, to share their own ideas and knowledge and to help one another.	Answer questions or do listening activities in pairs or group.	✓	
5	Modeling Material design consists of techniques and strategies of teaching and learning that allows someone ways or other how to do or make something correctly	Give clear example of doing the assignment.	✓	
6	Reflection Material design consists of techniques and strategies of teaching and learning that ask students about teaching and learning process like giving more exercises to students for further understanding.	Give more assignment to deepen their comprehension of the materials.	✓	
7	Authentic assessment The result of students' activity in learning process that could be seen and measured such as performance, presentation and students' participant in learning process	Assess students' result of learning by performance, presentation of the participation of students in learning process.	✓	

From the table above, the all answers of the checklist are Yes. These mean that listening material samples has fulfilled all the CTL approach.

Table 5. 1
Listening material sample analysis on Cunningsworth Theories of good material

No.	Theories of Good Materials Teaching	Statements	Yes	No
Real		1.1 The topic in listening material is easy to find by students in their daily lives.	✓	
		1.2 The listening material is familiar to students	✓	
Appealing		2.1 The listening material is interesting to the students.	✓	
		2.2 The listening material is enjoyable to the students.	✓	
		2.3 The listening material is suitable for students ' level and interest	✓	
		2.4 The listening material encourages the students to use English more.	✓	
		2.5 The listening material encourages the students to learn in pairs or groups.	✓	
		2.6 The listening material is easy to apply in various activities.	✓	
		2.7 The listening material helps the students to get more knowledge	✓	
	Geographically and culturally relevant to students	3.1 The listening material is discusses about city, country, settle and cultures of students.	✓	

DISCUSSION

From the research finding, it could be seen that the materials of listening comprehension in the textbooks are not maximally fulfill the Contextual Teaching and Learning approach. We can take a look at the first book; Look Ahead 2. The researcher analyzed three units of this book. They are Unit 4: Telling Stories 2 (Narrative Text), Unit 5: Telling Funny Stories (Spoof), and Unit 6: It Should be Like This (Hortatory Exposition).

In addition, the researcher also analyzed teacher's hand book; Buku Panduan Pendidik untuk SMA/ MA kelas XI. The units that have been analyzed are Unit V: Narratives, Unit VI: Hortatory Exposition, Unit VII: Hortatory Exposition, Unit VIII: Spoofs and Unit IX: Spoofs. We also found that there are some aspects of CTL which are not applied there.

This listening material samples designed are based on CTL approach and local content of West Kalimantan and fulfill the desire of local teacher and students to have materials relate to their life experience. As said by Masuhara & Tomlinson (2008; p.22) "it would be simply unrealistic to expect global materials to satisfy all the needs of the learners". Teachers can design and modify the materials in order to meet the students need. Based on research made by Masuhara and Tomlinson, teacher and learners tend to choose topics of material near their live experiences.

CONCLUSION

From the result of the research, it is proven that the The important the CTL approach is an approach which can be used for ELT. Based on the result of the research, it can be concluded that the problem of this research had been answered. The listening material samples designed by the researcher for the second semester of eleventh grade of SMA Negeri 5 Pontianak fulfilled the components of Contextual Teaching and Learning approach. It means the use of CTL approach in teaching materials and activities are quite effective. Based upon the result of the research, it is suggested that teacher should modify the material based on students need and character of classroom and school.

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